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ABSTRACT

This report describes a youth competency model that was developed to help trainers involved in Job Training Partnership Act (JTPA) programs in Kansas to evaluate program participants' competency in four major areas: pre-employment, work maturity, basic education, and job-specific skills. Discussed in the first section, which provides background on youth employment competencies, are the four competency areas, the workings of a youth competency system, the foundation for such a system in the JTPA and regulations, advantages and disadvantages of such a system, roles and responsibilities of program practitioners, and steps in establishing a youth competency system. The second half of the report describes the model's provisions for documentation and certification/credentialing and includes a section on assessing youth competency in each of the four competency areas. Included in each of the individual sections are a basic description of the competency area; a method for preassessment; appropriate program activities; competency measures; criteria for attainment of the given competency area; and worksheets, assessment forms, and examples. (MN)

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# JTPA YOUTH EMPLOYMENT COMPETENCY SYSTEM: A MODEL

REVISED
JULY 1985

Prepared By:

Kansas Task Force on
Youth Competency

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AUGUST 1984

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## INTRODUCTION

**ABOUT THE REPORT**

This report describes a youth competency system model developed as a collaborative effort involving PIC members, SDA staff persons, state staff persons, and educators working together in partnership. An SDA could adopt the model presented in this report as is, or could use it as a starting point for the development of its youth competency system. Even if an SDA adopts this model it is hoped that work will be ongoing in refining and updating it to make the model increasingly relevant to the local SDA labor market.

**ABOUT THE TASK FORCE**

The impetus for the development of a State Youth Competency model came from JTPA administrators and Private Industry Council chairpersons in all five of the Service Delivery Areas (SDAs) in Kansas. Over the course of several meetings, SDA leaders decided to collaborate on the development of a model youth competency system. The SDAs could then use the model in full or in part in establishing an SDA Youth Competency System. It was also felt that if each SDA had at least a common starting point for the development of an SDA system, a degree of commonality would emerge. This has value in that each SDA is judged on performance relative to other SDAs. When dividing up incentive grant funds, commonality translates into a comparable degree of difficulty among SDAs in reaching performance standards.

A state task force was formed in which each SDA was represented by one or more persons and included PIC members, SDA administrative staff and field representatives. Representation from the Kansas Department of Education and the Kansas Council on Employment and Training rounded out the task force membership. State staff was asked to facilitate the process of developing the state model, thus, the Technical Assistance and Training Unit was given the responsibility of staffing the task force.

The full Kansas Task Force on Youth Competency met three times (May 3, June 20, August 7). The bulk of the work was accomplished in small work groups. Work groups were formed in the area of Pre-Employment/Work Maturity, Basic Education, and Job Specific and met on an as needed basis. The full task force concluded its work at the August 7, 1984 meeting.

## SECTION ONE: BACKGROUND ON YOUTH EMPLOYMENT COMPETENCIES

**YOUTH COMPETENCIES DEFINED**

Youth competencies, as presented in JTPA, are the skills, attitudes and knowledge crucial for youth to enter, compete and succeed in the world of work. Youth competency statements are specific measures of required skill proficiency toward which youth strive to achieve and toward which program activities seek to teach or instill. Once that specific level of skill is demonstrated, a youth participant is said to have achieved competency in that area. Each Private Industry Council establishes relevant employment competencies for youth participants in their area.

**MAJOR COMPETENCY AREAS**

There are four major areas of competencies signifying the readiness of youth for employment.

*Pre-employment skills can be sub-divided into two major components: career decision making and job getting skills. Career decision making skills include world of work awareness, awareness of self (likes, dislikes and values relevant to career choices), labor market knowledge, understanding of specific occupations of interest, and career and educational planning. Job getting skills include job search techniques, job interviewing skills, and employment application skills. Pre-employment skills may also include survival skills such as using the phone, telling time, making change, renting an apartment, opening a bank account, and using public transportation.

*Work maturity skills include positive work habits, attitudes, and behavior such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting criticism from supervisors and coworkers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. The work maturity measures represent the local work ethic as it relates to jobs in the community.

*Basic education skills includes reading comprehension, math computation, writing, and spelling. Required levels (8th grade and above in model) may be set for all youth participants or vary depending on the requirements of specific occupational goals and participant abilities.

*Job-specific skills relate to proficiency in performing the actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Secondary job-specific skills entail such skills as familiarity with and use of set up procedures, safety measures, work-related terminology, record keeping and paperwork formats, tools, equipment and materials, and breakdown and clean up routines. Job-specific skills measures are directly affectd by the nature of the occupations involved. Therefore, the job-specific skills necessary for determining competency measures are also related to enrollee career decisions.

## A YOUTH COMPETENCY SYSTEM

Perhaps the best way to explain a youth competency system is to describe a "typical" process a participant goes through from the point that a youth walks through the door of the intake center.

The first step with any potential program participant is to complete the intake form and determine eligibility. Once an individual is determined eligible and resources (funds or contracted services) are available to provide services, the youth is either enrolled in the program or additional assessment is done. A pre-assessment is then carried out to determine the level of competency in the four competency categories and to identify skill deficiencies. Pre-assessment is accomplished through personal interviews, review of school records, contact with previous employers (if any) and/or the administration of standardized tests. The pre-assessment is documented in the client file.

At this point, an Employability Development Plan (EDP) is written and signed by the JTPA Representative and the youth. An EDP is an individualized plan of services directed toward the attainment of specific competency categories and in some cases employment. The participant is enrolled into one or more program activities as specified in the EDP. Such activities include On-the-Job Training (OJT), Classroom Training (Occupational skill, generic, or educational), Work Experience, Youth Try-Out Employment or individual work sessions with the JTPA Representative.

At the time of enrollment competency measures are explained and in some cases developed so that all those involved in the training process understand the competencies and objectives being sought. Competency measures include competency statements, indicators and benchmarks (explained in more detail later). This process clearly spells out the expectations and goals (skills, attitudes and knowledge) in both general and specific measurable terms. Competency measures should be simply stated, easily understood, practical, attainable and accurately measurable.

The training agent continually conducts assessment of competency attainment throughout the training period and/or upon training completion, then monitors the progress toward youth competency attainment on a regular basis thoughout the training process. Once the participant has demonstrated the attainment of skills to the specified level in one or more competency categories, she or he is certified. The training sub-contractor, JTPA Representative, and/or OJT employer certifies attainment of the competency level. Recognition of certification can take the form of a certificate, cash bonus, letter of reference and/or a pat on the back.

Once the participant has successfully met their goals as set forth in the EDP, the youth is terminated. The goal may have been to enter employment, go back to school, attain certain competencies, enter the military, or enter non-JTPA training. All of these are considered positive terminations when it is time to judge program performance against established performance standards.

FOUNDATION IN THE ACT & REGULATIONS

Congress recognized in the JTPA legislation that as an investment in human capital, job training must be measured against criteria to help determine whether the investment has been a productive one. To do this, performance standards and measures have been adopted in which youth competencies play a role.

The desired outcome for JTPA youth programs for some youth is to enter employment at the conclusion of the program, and for others the objective is to prepare the youth for eventual entry to the world of work. Both are positive outcomes and are reflected in the performance measures established by Congress and the Department of Labor. The attainment of youth competencies is one such positive outcome. Youth who attain these competencies may be counted as a positive termination for the purpose of calculating an SDA's positive termination rate and cost per positive termination.

While the Act and Regulations do not mandate the establishment of youth competencies, they clearly endorse their use and provide incentives in the way of performance standards which eventually convert into incentive grant dollars.

ADVANTAGES

The advantages of implementing a youth competency system are considerable. Listed below are but a few of the many advantages of utilizing a youth competency system.

The use of youth competencies:

* clearly establishes the program objectives so that program activities can be properly directed (greater efficiency) and the participant knows what to strive toward (increased motivation).

* promotes a sense of an accomplishment and a positive self image of youth participants when recognition is given for progress and achievement.

* provides employers of certified youth with a greater assurance of worker quality and with better information on potential worker skills thus reducing screening costs as well as the added cost of training turnover.

* provides an individual program completer with a certification that can be used as an asset when applying for a job and helps the PIC to market program graduates.

* provides a sound basis for performance evaluation of sub-contractors as well as specific program activities.

* recognizes and builds upon participant strengths and focuses effort on deficiencies thus avoiding wasted motion in the learning process.

* helps the SDA to achieve desired levels in the performance standards due to the capacity to terminate youth positively.

* can be a vehicle to create greater dialogue and coordination with local educators.

* offers the opportunity to help youth learn skills which employers are looking for in entry-level employees.

As one can tell, everyone becomes a winner in this process including potential employers, the participant, program staff, sub-contractors and the PIC.

For some time now, practitioners in many fields have been experimenting with techniques for improving the learning process by carefully specifying what is to be learned, describing how it will be measured, and designing activities focused on producing the desired learning. These techniques have been helpful to young people engaged in different kinds of learning experiences.

Many public schools today have renewed emphasis on "basics," and are developing standardized, objective measures of "competence" which can be applied to grade completers and graduates. Vocational educators have long built instructional programs around specific, measurable skills which are needed in the workplace. In the employment and training system, several interesting approaches for training youth have been developed based on careful identification of skills youth need for success in the world of work. Standardized learning objectives are also used extensively and effectively in the private sector. Trainers in business and industry have found training to be more effective when subject matter is presented in specific, measurable terms.

DISADVANTAGES

The disadvantages of establishing a youth competency system come down to the time and effort required to develop and implement a youth competency system.

Potential disadvantages are as follows:

* time and effort required to develop and implement a youth competency system on the part of PIC and staff members can be considerable;

* increased paperwork due to the necessity of documentation;

* pre-assessment needs to be more thorough than is commonly practiced and thus is more time consuming or expensive;

* if the JTPA Representative is asked to take on the responsibility for instruction, particulary in the pre-employment competency area, the added work load may be an overload; and

* additional time and effort is required of staff persons in developing individualized Job Specific competencies in an OJT situation.

ENDORSEMENT

It is the opinion of the Task Kansas Force that the advantages of a youth competency system <u>far</u> outweigh the disadvantages of establishing a youth competency system. While endorsing the concept

of a youth competency system, the Task Force also recognizes that attention needs to be directed toward minimizing the potential disadvantages or problem areas as indicated above. For example, the increased demands upon JTPA Representatives, if that is how it works out, may be such that additional staff is necessary. Each of the disadvantages listed above can be overcome or at least minimized through creative programming and operational arrangements.

## ROLES AND RESPONSIBILITES

The responsibility for the development and implementation of a youth competency system lies primarily at the SDA level. The JTPA legislation states that the PIC must certify its SDA's competency system as one which reflects the standards of the local community. Typically SDA staff persons design the competency systems at the direction of and with the strong involvement of the PIC. The SDA program staff then administers the system often times in conjunction with sub-contractors.

The State (Kansas Department of Human Resources) is responsible for providing technical assistance and training to SDAs in youth competency system development. This may involve staff and PIC training, on-site consultation, developing written guides or actual models, and functioning as a clearinghouse for resource materials and persons. The Kansas Department of Education has also extended the offer to assist SDAs in this effort. The state also has the responsibility of providing oversight for conformance with federal mandates and for insuring that results are accurate, verifiable, valid and measurable. The state role is not one to mandate what competencies to use, how many there should be, how to teach them, or how to measure them. These are SDA responsibilities.

The federal role is quite minimal. The Department of Labor has established regulations and reporting requirements, and will exercise some oversight in the youth competency systems.

## ESTABLISHING A YOUTH COMPETENCY SYSTEM: FINAL ANALYSIS

The challenge of setting up a youth competency system is great and can seem overwhelming. As stated earlier, the purpose of this report is to provide a starting point for Kansas SDAs in developing a competency system relevant to each individual SDA. In addition, a tremendous amount of research and development has been done on employment related youth competency systems and a great deal of written information is currently available. This is to say that there is no need to "re-invent the wheel" and start from scratch. Full advantage of existing resources is strongly encouraged. The Technical Assistance and Training Unit has assembled a library of written materials and lists of other resource material and persons.

As emphasized earlier, the PIC and its staff are the primary actors in the development and implementation of a youth competency system. Education should also be an active partner. The states and SDAs around the country most successful in this area have had the full cooperation, involvement and investment of educators. Education can be particularly helpful in the basic education and job specific competency categories, and helpful in curriculum development in all competency areas. This is an area where the 8% Education Coordination and grants can be effectively utilized. Also, the involvement of business and labor is essential particularly when developing competencies in the Job Specific area.

The establishment of a youth competency system has a rippling effect in nearly all aspects of the SDA operations. The method of client assessment, flow of paper, forms design, program design, Management Information System, employability development planning, program planning and selection of sub-contractors are all areas of JTPA operations that a youth competency system impacts upon. These programmatic aspects need to be thought through when operationalizing a competency system.

Once a competency system is established, the importance of staff training and the training of sub-contractors cannot be over-emphasized.

A youth competency system needs to be a living system and one that is always in the state of evolution to remain relevant.

TERMS AND DEFINITIONS

Every technology has its own language. Such is true with youth employment competency systems. The following are terms and definitions used throughout this report.

Pre-Assessment - Formal or informal process to determine an applicant's initial level of competency or ability in any or all of the competency areas. It is used to identify areas in which the youth has a learning, knowledge, or skills deficit. This process may be accomplished through testing, review of school records, past performance reports from previous employers, and interviewing and counseling the applicant. Interests may also be identified at this time.

Competency Areas - general skills areas within which youths needs are to be determined and specific competencies are to be developed. There have been four (4) major areas identified.

a. Pre-Employment Skills - Those skills required to look for and obtain a job such as awareness of job opportunities, interviewing skills, application completion, etc.

b. Work Maturity Skills - Those skills required to retain a job such as following instruction, attendance, punctuality, and ability to get along with others.

c. Basic Education Skills - The fundamental skills of reading, computation, and written/verbal communication that are needed to successfully function in the workplace.

d. Job Specific Skills - The knowledge and skills required to carry out the tasks of a specific occupation or cluster of occupations.

Competency Measures - The actual statement of a specific goal or objective for the individual. It is the objective and measurable standard to be attained. Competency measures must be written in the form of statements. Competency measures may be one or more statements, but must have the following elements or qualities.

a. Competency - Indicates a learnable outcome which may include skills, knowledge, attitudes, and behaviors.

b. Indicator - A specific observable behavior that demonstrates the possession of a competency, which local employers believe to be critical to success in the workplace.

c. Benchmark - The part of a competency statement that shows the measurable extent to which the participant is expected to demonstrate the possession of a competency.

Assessment - The assessment done to measure progress towards the attainment or the actual attainment of the prescribed competency levels. Testing, product review, or observation of behavior may be used. Assessment is used as the basis for certification.

Method of Assessment - A specific device or tool to measure interests, skills or abilities. For example: The General Aptitude Test Battery may be used to measure vocation aptitudes; an observation checklist may be devised to measure specific pre-employment skills attainment; an attendance record could be kept to measure attendance and promptness.

Certification - The verification that a specific skill level has been achieved. It documents the youth's achievements based on the competency statements.

Certificate/Credential - A document stating that the youth has met the specific standards required in a competency area. This can then serve as a form of resume to help acquire employment or further training.

## SECTION TWO: MODEL YOUTH EMPLOYMENT COMPETENCY SYSTEM

**INTRODUCTION**

This section contains the youth competency system model developed by the Task Force. Each competency will be handled separately and will contain the following:

* a basic description of the competency area
* the method of pre-assessment
* appropriate program activities
* competency measures
* criteria for attainment of competency area
* worksheets, assessment forms, and/or examples

**DOCUMENTATION SYSTEM**

The measurement and documentation of participants' competency level before, during and after program participation is a necessary aspect to any youth competency system. It is this written record that serves as the justification for assignment to specific program activities, competency certification and taking a positive termination. In the design of this model every attempt has been made to utilize existing forms with little or no modification.

Pre-assessment of initial competency levels is the first major component of a competency system. This assessment should be documented in the Vocational Testing Results section of the Applicant Assessment form. Information should be provided on the competency areas assessed and the results of such assessment.

* individual skill deficiences identified during pre-assessment;
* type of training programs available; and
* availability of resources (e.g. staff time, funds).

Once specific competency areas are established as goals, they should be noted on page 2 of the EDP in the Planned Activities/Results section.

When a participant is certified in the appropriate competency areas, the JTPA Representative is to document this in the EDP Update. Supporting documentation (e.g. worksheets, assessment forms, test scores) should be referenced in the EDP narrative and should be included as verification in the participant's file.

If the goal of training was attainment of PIC recognized competencies and they had been attained, the JTPA Representative may terminate the youth by using a code 25 Attained Employability Enhancement.

In summary, there are three levels of measurement and documentation involving the attainment of youth employment competencies.

LEVEL 1 The checklists, worksheets, rating forms, and test scores from each competency areas.
LEVEL 2 The JTPA Representatives statement on the EDP Update that the competency area had been attained.
LEVEL 3 The termination code used to signify the attainment of youth employment competencies (this may not be used if the youth enters employment).

**CERTIFICATION/ CREDENTIALING**

Upon the attainment of a competency area, the youth will be awarded a certificate. The actual certificate should be developed by each PIC. The Task Force recommends that youth competency certificates be designed in such a way as to either indicate the broad competency area (e.g., work maturity) or the competency area and the competency indicators the youth met (i.e., good attendance). The indicators not met by the youth should not be listed since this tends to leave negative connotations. A certificate should be signed by the JTPA Representative, the PIC Chair, and may also be signed by the employer, worksite supervisor, or classroom instructor as appropriate. The certificate should be presented only for achievement of a competency area not just for attendance or enrollment. Examples of certificates may be found in the appendix.

This certification process is valuable from several perspectives. For the youth it provides an award for something he/she accomplished. Many JTPA youth have never had this type of positive recognition for what they have done. With competency indicators listed on the certificate, it can serve as a mini resume which details the youth's abilities to a prospective employer. The certificate being signed and attested to by an employer and the PIC chair may give this mini resume added weight in the eyes of a prospective employer. For the potential employer this certificate should indicate that the youth has in fact proven that they are competent in the area or areas stated. This can prove helpful in the screening process.

Two additional means of providing recognition of competency attainment are worthy of mention and consideration. First is a letter of reference from the supervisor (while in the program), a PIC member and/or the JTPA Representa-tive. This kind of letter can help the youth in a job search. A second means of recognition is in the form of academic credit from the local school system. This would have to be arranged with the school system through a formal agreement.

**PRE-EMPLOYMENT**

The pre-employment competencies have been designed to articulate the skills and knowledge vital to making informed career choices and securing employment. The youth will develop an awareness of self, the world of work, the labor market, community resources and what employers look for when they hire a person for a job. The major competencies are as follows:

* The youth participant will be able to make (at least preliminary) career choices and be able to prioritize those choices. The participant will be able to describe the chosen occupation and relate it to his/her own interests, skills an qualities.

* The youth will identify educational institutions which offer training and employers who offer employment in his/her chosen career.

* The participant will be able to demonstrate a basic awareness of community resources.

* The youth will demonstrate an awareness of how to find, make application for, and interview for a job.

Pre-assessment in the pre-employment competency area is accomplished primarily through an interviewing process. The youth's level of competency can be assessed by asking the questions that appear on the various worksheets and assessment instruments presented in this report. It may not be necessary to ask all questions, however, a sufficient number of questions should be asked such that the person doing the assessment can determine current level of competence. To determine level of competency on filling out a job application form, an employment application used by an area employer should be completed and the completed application rated using the criteria on the Job Application Rating Sheet.

Such pre-assessment should be noted on the Applicant Assessment form (JTPA 02). Once a deficiency is noted, the participant may be enrolled in a program activity. Classroom training (generic) or individualized instruction are the most appropriate activities to help youth develop competency in this area. This instruction may be the only activity the participant is involved in, be the first in a series of activities, or run concurrently with other activities (e.g. work experience).

To become certified in the pre-employment competency area a participant must have achieved competence in a minimum of eight out of the ten competency indicators.

The following two pages of this report are the actual pre-employment competency statements including the indicators, benchmarks and method of assessment. The remaining material are the worksheets and assessment instruments to be used in the documentation of youth competency attainment.

PRE-EMPLOYMENT COMPETENCY AREA

| COMPETENCY INDICATOR | BENCHMARK | METHOD OF ASSESSMENT |
|---|---|---|
| 1. Participant will identify vocational or career interests. | Can name 3 jobs which interest him/her and prioritize choices. | Completion of number 1 on the Occupational Worksheet. |
| 2. The participant demonstrates a knowledge of his/her selected career. | Can identify specific information about the job. | Completion of 2 thru 14 on the Occupational Worksheet. |
| 3. The participant demonstrates an awareness of personal skills and attributes which make them suited to a chosen occupation. | List 5 qualities or skills the youth possess which correspond to a chosen occupation. | Completion of number 15 on the Occupational Worksheet. |
| 4. The participant can identify Vo-Techs or Colleges which offer training in his/her career field. | Can name all or 3 (whichever is less) colleges or vocational technical schools which offer related training. | Completion of number 16 & 17 on the Occupational Worksheet. |
| 5. The participant can identify employers in local job market which utilize the chosen career field. | Can name 3 employers which offer employment in related field. Hiring requirements. | Completion of number 18 on the Occupational Worksheet. |
| 6. The participant will identify community resources in the locality and their services. | Participant will receive satisfactory or better (10 out of 15 resources) score on the Community Resource Checklist. | Completion of Community Resources Checklist. |
| 7. The participant can identify resources for locating jobs. | The participant can satisfactorily answer all questions on Job Finding Sheet. | Completion of the "Where to Find a Job" Worksheet. |
| 8. The participant will provide a positively stated response for the most commonly asked questions by an employer. | The participant will receive a satisfactory score for positive responses (written or verbal) on 15 out of 20 questions. | Completion of questions on the "Questions Employers May Ask" Worksheet. |

PRE-EMPLOYMENT COMPETENCY AREA

| COMPETENCY INDICATOR | BENCHMARK | METHOD OF ASSESSMENT |
|---|---|---|
| 9. Participant can satisfactorily complete an employment application.<br>OPTIONAL<br>b. Participant will be able to satisfactorily develop a resume. | On a minimum of 2 applications, the participant will receive a rating of satisfactory or above in each of the following areas:<br>1. Neatness<br>2. Accuracy/Completeness<br>3. Legibility<br>4. Spelling/Grammar<br>5. Following directions | Job Application Rating Sheet. |
| 10. Participant can perform satisfactorily in a job interview. | Participant will receive a rating of satisfactory or above in each of the three categories:<br>1. Verbalizing<br>a. Volunteering information<br>b. Asking questions<br>c. Answering questions<br>2. Personal Characteristics<br>a. Appearance<br>b. Ability to work<br>c. Hand shake<br>d. Eye contact<br>e. Posture<br>3. Knowledge/interest of company and position | Interviewing Skills Rating Sheet. |

## OCCUPATIONAL WORKSHEET

Name of Student _____

1. Name three occupations (jobs) which you are suited for and that interest you in order of priority.

   _____ First Choice
   _____ Second Choice
   _____ Third Choice

NOTE: The remaining questions relate to the occupational choice listed above as First Choice.

2. What is the usual beginning wage for this occupation? _____

   What is the average wage for this occupation? _____

3. Is this career now in demand in the local area? _____

   Nationally? _____

4. What is the long range outlook (demand) for chosen occupation? _____
   _____
   _____

5. Does this occupation require a license or any special permits? _____

6. How much education or training is needed for this career? _____
   _____

7. Do you need your own transportation to carry out job responsibilities?
   _____

   Will travel be involved? _____

8. Do you need special clothing for this job? _____

   If so what kind? _____

9. Do you need special tools or supplies for this job? _____

   If so what kind? _____

10. What are the disadvantages of this job or career? _____
    _____
    _____

11. What are the advantages of this job or career? _____
    _____
    _____

12. Describe the working conditions of this particular career. _____
    _____
    _____

NOTE: Use back of sheet if more space is needed.

13. Do people in this occupation have unions or professional organizations?

    If yes, what are they? _____

14. How or where can you find out more about this occupation? _____
    _____
    _____

15. List five qualities or skills you have that will be important to succeeding in this occupation.
    _____
    _____
    _____
    _____
    _____

16. Name three colleges or vocational schools (public or private) that offer training in chosen occupation and their location.
    _____
    _____
    _____

17. Select one of the schools listed in question 15 above and provide the following information about the training offered:

    a. name of training offered _____
    b. length of training program _____
    c. entry requirements _____
    d. total cost of attending _____
       (include tuition; books; and materials)

18. Name three employers who hire people in your chosen occupation.
    _____
    _____
    _____

I certify that all of the above questions have been satisfactorily answered by the participant.

_____ _____
CERTIFYING SIGNATURE DATE

## COMMUNITY RESOURCES CHECKLIST

NAME: _____

| | | |
|---|---|---|
| ____ 1. | Job Service Center (D) | A. Physicals, immunizations, and general health care needs |
| ____ 2. | Community Action Center (H) | B. Written and driving test before issuing a license |
| ____ 3. | SRS (Social and Rehabilitation Services) (E) | C. Book, magazines, and resource information |
| ____ 4. | Vocational Rehabilitation (G) | D. Carries a job bank of local and statewide jobs and makes job referrals |
| ____ 5. | Continuing Education (F) | E. Provides cash grants, food stamps and daycare assistance |
| ____ 6. | Police Department (I) | F. GED testing center and advanced class |
| ____ 7. | Fire Department (O) | G. Provided training and assessment for the handicapped |
| ____ 8. | Mental Health Department (L) | H. Temporary or emergency food assistance, clothing bank, and government commodities |
| ____ 9. | County Health Department (A) | I. Public safety, checks on stolen property |
| ____ 10. | Alcohol and Drug Abuse Center (N) | J. Property tax, vehicle licenses, marriage licenses, etc. |
| ____ 11. | License Examiner (B) | K. Applications for Social Security card |
| ____ 12. | U.S. Army Recruiting Station (M) | L. Counseling and testing services |
| ____ 13. | Public Library (C) | M. Inlist in the Armed Forces |
| ____ 14. | Social Security Administration (K) | N. Counseling for drug and alcohol abuse problems |
| ____ 15. | County Courthouse (J) | O. Fire and rescue services |

SCORE _____

_____ CERTIFYING SIGNATURE

_____ DATE

INTERVIEWING SKILLS RATING SHEET

Name: _____

| RATING AREAS | RATING SCALE: OUTSTANDING PROFICIENCY | SATISFACTORY PROFICIENCY | PARTIAL PROFICIENCY | MARGINAL PROFICIENCY | NO PROFICIENCY | COMMENTS |
|---|---|---|---|---|---|---|
| COMMUNICATION/VERBALIZING: Sends clear messages and is able to correctly understand the messages to others. | | | | | | |
| Listens to questions & answers completely and directly. | | | | | | |
| Provides voluntary information regarding self interests, abilities, additional skills and/or previous experience. | | | | | | |
| Asks questions clearly and concisely. | | | | | | |
| PERSONAL CHARACTERISTICS: Able to identify and demonstrate positive personal appearance and attitude. | | | | | | |
| Appearance is neat and clean. | | | | | | |
| Identifies and communicates ability to work with others constructively. | | | | | | |
| Demonstrates positive attitude through usage of firm handshake, maintains steady eye contact, and body posture. | | | | | | |
| KNOWLEDGE OF COMPANY AND POSITION: Communicates basic background knowledge of company/program. | | | | | | |
| Communicates basic knowledge of position. | | | | | | |

The above ratings are based on my observation and knowledge and represents my best judgment of the participant's performance.

_____ _____ _____

SIGNATURE OF CERTIFIER Position Date

This report has been discussed with me: _____ _____

Participant's Signature Date

## WHERE TO FIND A JOB

The following questions and activities are designed to help you discover particular places where you may go to seek employment.

1. Name three businesses in your area where you could go to find a job in your career choice.

   a. _____
   b. _____
   c. _____

2. What is the phone number of your State Employment Office?

   _____

3. Under what heading in the want-ad section of a newspaper are available jobs listed? _____

4. In the want-ad section of a newspaper find an ad which relates to your career choice. Cut it out and tape the ad below.

   Tape ad here.

   _____

5. Name 3 friends or associates you would talk to if you were looking for a job.

   _____
   _____
   _____

6. List 1 person you might contact at each of the companies listed above to discover openings.

   _____
   _____
   _____

7. List a private agency which provides employment services, if any.

   _____

I certify that all 7 questions above have been answered satisfactorily.

_____ _____

CERTIFYING SIGNATURE DATE

NAME: _____

## QUESTIONS MANY EMPLOYERS ASK

1. Why do you think you would like to work for our company?
2. What do you know about our company?
3. What interests you most about our product/service?
4. Why did you leave your last job?
5. What type of work do you enjoy most and feel capable of doing?
6. Do you have any special skills or abilities that would benefit our company?
7. What is your long-term career goal?
8. Besides money, what satisfaction do you expect to get from your job?
9. Would you transfer to another city if the company requested?
10. Would you be willing to travel if it is required for the job? How much of the time?
11. Would you be willing to use your own car if it is required for this job?
12. Would you be willing to work overtime, if necessary?
13. Are you willing to work any shift? Rotating shifts? Weekends?
14. What are your hobbies and leisure-time activities?
15. What school subjects did you like best? Least? Why?
16. Do you have any limitations that would determine where you should work or the type of work you would be willing to do?
17. What are your assets?
18. What are the strong points of your personality/character?
19. Do you have any activities, commitments or responsibilities that might cause you to be absent from work?
20. When would you be able to start working?

I certify that the participant has provided positively stated responses to a minimum of 15 of the 20 questions stated above.

_____ _____

CERTIFYING SIGNATURE DATE

JOB APPLICATION RATING SHEET

| Name: _____ | RATING SCALE | | | | | COMMENTS |
|---|---|---|---|---|---|---|
| | OUTSTANDING PROFICIENCY | SATISFACTORY PROFICIENCY | PARTIAL PROFICIENCY | MARGINAL PROFICIENCY | NO PROFICIENCY | |
| APPLICATION PROCESS: Neatness | | | | | | |
| Legibility | | | | | | |
| Spelling/Grammar | | | | | | |
| Following Directions | | | | | | |
| GENERAL COMMENTS: | | | | | | |

The above ratings are based on my observation and knowledge and represents my best judgment of the participant's performance.

_____ _____

SIGNATURE OF CERTIFIER DATE

This report has been discussed with me: _____ _____

PARTICIPANT'S SIGNATURE DATE

WORK MATURITY

Work Maturity skills include positive work habits, attitudes, and behavior such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, getting work done in a timely manner, following instructions and completing tasks, working well with co-workers and supervisor, and showing initiative. In short, the work maturity competency area represents the local work ethic.

Pre-assessment is done by interviewing the participants' previous employers. The employer is contacted and asked to rate the youth on the work maturity competency indicators as they appear on the Work Maturity Rating Sheet. A note is made on the completed form that it is a pre-assessment and then is placed in the participant file. If the participant was not previously employed, it will be assumed that the youth does not have competence in this area.

The work maturity competency area will primarily be used in conjunction with Work Experience, OJT, and Youth Try-out Employment. Certification in work maturity can also be accomplished as a part of a classroom training situation. Good work habits and behaviors are quite similar to that of being a good student.

When the work maturity competency area has been established as a goal it is indicated as such in the Employability Development Plan. Once the youth has been placed in training the JTPA Representative will provide an orientation to both the youth and the worksite supervisor. They will be provided with the following:

* definitions of the competency indicators the youth will be rated against
* an explanation of the rating scale and what an acceptable rating is to be considered competent in work maturity
* dates for submitting the rating sheets and procedures for corrective action if the competencies are not being met.

Each youth will be assessed three times during the duration of the program. The first assessment will be conducted two weeks from the first day of the program activity. The second assessment will be required in the middle of the youth's training activity. The third assessment will be required at the conclusion of the training period. If in the first two assessments it is discovered that the youth is demonstrating difficulty in meeting the competencies, an additional review will be scheduled for two weeks later. In this conference the supervisor will further explain expectations as well as the consequences of a less than satisfactory report. If a problem occurs prior to the scheduled dates, a spot review may be carried out and a two week probationary period may follow.

To be certified as competent in the work maturity area the youth must receive a satisfactory rating or better on all 12 of the individual competency measures. A satisfactory rating on individual measures must be achieved on either the third and final assessment or on 2 out the 3 regularly scheduled assessments.

The following pages contain the work maturity competency measures and the Work Maturity Rating Sheet.

WORK MATURITY COMPETENCY AREA

| COMPETENCY INDICATOR | BENCHMARK | METHOD OF ASSESSMENT |
|---|---|---|
| 1. Participant demonstrates good attendance and punctuality. | Participant will show up on time 9 days out 10 on program activity. | Measured by employer attendance reports and documented on rating sheet. |
| 2. Participant notifies supervisor if he/she will be late or absent. | Participant will follow procedures 100% of the time. | Measured by employer rating sheet. |
| 3. Participant completes given tasks to the satisfaction of the employer. | Rating of satisfactory or better. | Measured by employer rating sheet. |
| 4. Upon completion of tasks, participant requests further assignments from the supervisor. | Rating of satisfactory or better. | Measured by employer rating sheet. |
| 5. Participant completes assigned tasks within reasonable time frames. | Rating of satisfactory or better. | Measured by employer rating sheet. |
| 6. Participant follows instructions to the satisfaction of the supervisor. | Rating of satisfactory or better. | Measured by employer rating sheet. |
| 7. Participant works with co-workers in a compatible manner according to worksite policies. | Rating of satisfactory or better. | Measured by employer rating sheet. |
| 8. Participant interacts with supervisor in appropriate manner. | Rating of satisfactory or better. | Measured by employer rating sheet. |
| 9. Participant attempts to solve work-related problems or seek advice from supervisor and/or co-workers. | Rating of satisfactory or better. | Measured by employer rating sheet. |

WORK MATURITY COMPETENCY AREA (Continued)

| COMPETENCY INDICATOR | BENCHMARK | METHOD OF ASSESSMENT |
|---|---|---|
| 10. Participant demonstrates ability to prioritize the tasks involved in an assignment. | Rating of satisfactory or better. | Measured by employer rating sheet. |
| 11. Participant dresses appropriately for the the job. | Rating of satisfactory or better. | Measured by employer rating sheet. |
| 12. Participant demonstrates initative in carrying out work assignment. | Rating of satisfactory or better. | Measured by employer rating sheet. |

JOB PERFORMANCE REVIEW RATING SHEET

Participant: _____

Worksite: _____

Rating period from _____ to _____

INSTRUCTIONS: Comments requested for all ratings of Partial Proficiency, Marginal Proficiency, and No Proficiency. Please include what participant needs to do to improve performance.

| COMPETENCY INDICATORS | RATING SCALE | | | | | COMMENTS |
|---|---|---|---|---|---|---|
| Participant will be evaluated 3 times. Participant will be rated as follows for this particular evaluation. | OUTSTANDING PROFICIENCY 100% | SATISFACTORY PROFICIENCY 90% | PARTIAL PROFICIENCY 80% | MARGINAL PROFICIENCY 70% | NO PROFICIENCY 60% | |
| 1. Completes given tasks to the satisfaction of the supervisor | | | | | | |
| 2. Requests further assignments upon completion of tasks | | | | | | |
| 3. Completes assigned tasks within reasonable time | | | | | | |
| 4. Follows supervisor's instructions | | | | | | |
| 5. Works with co-workers in compatible manner | | | | | | |
| 6. Interacts with supervisor in an appropriate manner | | | | | | |
| 7. Attempts to resolve work related problems | | | | | | |
| 8. Organizes and prioritizes the tasks involved in work assignments | | | | | | |
| 9. Dresses appropriately for the job | | | | | | |
| 10. Demonstrates initiative in carrying out work assignments | | | | | | |

Demonstrates good attendance and punctuality Yes [ ] No [ ]

Notifies supervisor if late or absent Yes [ ] No [ ]

The participant demonstrates an acceptable level of performance at the tasks listed in his/her training outline at this time Yes [ ] No [ ] Does not apply [ ]

GENERAL COMMENTS:

I certify that the above information is accurate and represents my best judgment of the participant's performance.

Supervisor _____ Representative _____ Date _____

This report has been discussed with me: _____ Participant's Signature _____ Date

BASIC EDUCATION

The Basic Educational Skills category requires that the youth obtain and demonstrate the basic reading, writing, and computational skills necessary for successful entry into the work force. The indicators and benchmarks, therefore, reflect the basic minimum competency levels suggested for entry into the local labor market. A minimum 8th grade level has been determined as appropriate in all areas. These should be considered as minimums only.

During Pre-Assessment the youth's basic educational skill levels will be determined either through certified school records or any appropriate Method of Assessment approved by the State Board of Education. A request for release of test information must be signed by the youth (or their parent or guardian if the youth is under 18) and forwarded to the school. These results are then recorded in the Vocational Testing Results section of the Assessment form. The Benchmarks may have already been met through the school system.

Due to the nature of this competency and the need for testing, referral, educational instruction, and exchange of information, it is crucial that a non-financial agreement be developed between JTPA and Education to facilitate the high degree of cooperation essential. Additional financial agreements utilizing a variety of funding sources may also be entered into as appropriate.

The goal of the Basic Educational Skill competency area is to assure that youth possess the minimum skills that employers have determined to be essential. JTPA must work closely with local educational representatives in identifying skill deficiencies and making arrangements for referral to appropriate educational programs as required.

The process/procedure for the Basic Educational Skills competency area is to refer the youth to local education agencies to bring their reading, writing, and computational skill levels, as referenced in the attached list of competency indicators, to the acceptable standards required. In all cases the benchmark has been set at the 8th grade level. This referral to education is to be documented in the Referral section on page 2 of the Employability Development Plan. 100% of all Basic Education competency indicators must be attained before the youth may be certified as having met the Basic Education Competency. The indicators are attached. It should be noted that proficiency in the English language is required in that all indicators refer to English language abilities. The native language of "english as a second language" youth may not be used to meet the prescribed standards.

Assessment of the youth's having attained the educational competency levels may be based on school records or any appropriate test approved by the State Board of Education. A qualified school system counselor or educator should administer and score the tests and these scores given to the JTPA Representative. It is the certified school records showing competency levels at or above required standards or the certified scores from a State Board of Education approved test that serve as the certification of the Basic Educational Skills Competency. This documentation should be recorded on an EDP Update form to indicate that the youth has attained the Basic Educational Skills Competency.

BASIC EDUCATION COMPETENCY CATEGORY

READING & COMPREHENSION

| COMPETENCY INDICATOR | BENCHMARK | MEASURE |
|---|---|---|
| The participant will read & comprehend written material at the 8th grade level as determined by a standardized test. | Passing score on a test standardized at the 8th grade level. | Any test approved by the State Board of Education. |

ENGLISH & WRITTEN COMMUNICATION SKILLS

| | | |
|---|---|---|
| The participant will demonstrate an acceptable level of written English proficiency. | Passing score on a test standardized at the 8th grade level. | Any test approved by the State Board of Education. |

MATHEMATICS

| | | |
|---|---|---|
| The participant will demonstrate an acceptable level of proficiency in mathematics. | Passing score on a test standardized at the 8th grade level. | Any test approved by the State Board of Education. |

SPELLING

| | | |
|---|---|---|
| The participant will correctly spell words at the 8th grade level. | Passing score on a test standardized at the 8th grade level. | Any test approved by the State Board of Education. |

JOB SPECIFIC

The attainment of the Job Specific Skills Competency indicates that the youth has successfully demonstrated a proficiency in those technical skills necessary to maintain employment in that specific occupation or occupational cluster. The indicators and benchmarks should be decided upon based on accepted industry practices and employer/instructor feedback of the specific occupational field in which the youth is being trained. Skills will necessarily vary depending on the occupation selected and training time available but should include knowledge of terms, use of tools if appropriate, and safety procedures in addition to the technical skills required.

During the pre-assessment phase, the participant's job specific competency levels may be assessed through contact with previous employers or through a practical and/or written/oral test of skills. This test will be devised and administered by an appropriate employer or vocational instructor.

The goals, process/procedure, evaluation, and certification vary depending on the type of program enrollment selected for the youth. On-the-Job Training (OJT), Youth Try-out Employment, and Work Experience are similar in their aims and therefore in competency format. Classroom training relies on the class goals being met through adequate lesson plans and instruction so the format for the competency is different. Both formats will be discussed.

The goal for OJT, Youth Try-out Employment and Work Experience is for the participant to receive certification by his/her supervisor that an acceptable level of performance at the tasks listed in his/her training outline has been demonstrated after completion of no less than 75% of the scheduled training time. The process/procedure for OJT, Youth Try-out Employment and Work Experience is for the JTPA Representative and worksite supervisor to identify the occupation for which the participant will be trained. Then a brief job description based on the information provided by the employer and the 4th Edition of the Dictionary of Occupational Titles book is entered in the appropriate place on the training outline. After reviewing duties and skills needed for the position, the representative and employer jointly agree on and list no less than seven (7) tasks on the training outline in which the participant will be trained. These must be written in the form of Competency Statements (Measures). Unless otherwise noted, the level of performance is understood to be "to employer's satisfaction" and the method of assessment is "observation and/or product review." The worksite supervisor will respond to participants level of performance on #13 of the monthly Job Performance Review Rating Sheet (Attachment WM 1). Assessment of the participant's attainment of job specific competency levels is done through employer/supervisor feedback and rating of required task performance. Certification of the Job Specific Competencies is Average Rating or better in all items on the JTPA Training Outline form after completion of no less than 75% of the scheduled training time for OJT, Try-out Employment and W.E.

The goal for Classroom Training is for the participant to receive passing credit, a certificate of completion or diploma from a training agent after completing a training course approved by the JTPA Representative.

The process/procedure for Classroom Training is for the JTPA Representative to record on page 2 of the EDP in the Planned Activities/Results section the objective of the classroom training activities (i.e. to obtain passing grade, diploma, licensure, etc.). The JTPA Representative then records the accomplishment of the objective on the Employability Development Plan Update. Certification of the Job Specific Competencies for classroom training is a passing grade (C or above overall) as recorded by the instructor.

| JTPA 24 7/84 | KANSAS JTPA JOB TRAINING OUTLINE | |
|---|---|---|

Participant's Name:_____ Occupation Building Maintenance Work

D.O.T. Code 899.381-010

JOB DESCRIPTION:

| TASKS PERFORMED | | HOURS |
|---|---|---|
| The participant will be able to: | The participant | |
| 1. recognize and safely use hand and power tools | 1. a. Will be able to name and identify handtools | 75 |
| | b. Will be able to name and identify power tools | |
| | c. Will be able to name safety procedures that must be followed when using various tools | |
| | d. Will be able to identify what tools are necessary to perform specific tasks | |
| | e. Will be able to use paint spray guns, hammers, saws, pliers, wrenches, wire cutters, screw drivers and paint brushes | |
| | f. Will be able to operate a router, a table saw, a drill press, a hand circular saw, a lathe, a sabre saw, a jig saw, a band saw, a belt sander, and a radial arm saw | |
| | g. Will consistently return tools to their places | |
| 2. perform basic electrical repairs | 2. a. Will install and replace fixtures and switches. | 300 |
| | b. Will repair a defective lamp | |
| | c. Will inspect heating and cooling equipment so that worn parts can be fixed before breakdowns occur | |
| 3. perform basic carpentry duties | 3. a. Will be able to perform basic measurements | 350 |
| | b. Will repair doors and windows | |
| | c. Will be able to repair plaster | |
| | d. Will be able to repair woodwork | |
| | e. Will be able to build shelves and/or other simple constructions | |
| | | |

Specific Objective of Training:

Payroll Procedures:

Distribution: ASC-white; Employer-goldenrod; SDA-pink; Representative-green; Participant-blue

| JTPA 24<br>7/84 | KANSAS JTPA JOB TRAINING OUTLINE | |
|---|---|---|

Participant's Name: _____ Occupation Building Maintenance Worker Continued

D.O.T. Code 899.381-010

JOB DESCRIPTION:

| TASKS PERFORMED<br>The participant will be able to: | The participant: | HOURS |
|---|---|---|
| 4. perform basic plumbing repairs | 4. a. Will be able to work with galvanized waterpipe | 300 |
| | b. Will be able to work with copper waterpipe | |
| | c. Will be able to replace washers and valves | |
| | d. Will be able to unclog drains | |
| | e. Will be able to repair and/or replace leaky pipes and faucets | |
| | f. Will be able to repair and/or replace toilets | |
| 5. perform basic painting | 5. a. Will properly prepare surfaces to be painted | 275 |
| | b. Will select appropriate type of paint | |
| | c. Will select appropriate method to apply paint | |
| | d. Will be able to properly apply paint | |
| | e. Will be able to clean work area and tools when finished | |
| 6. demonstrate knowledge of job related terms | 6. a. Will be able to define technical terms pertaining to the field | 20 |
| | b. Will use common terms correctly | |
| 7. perform basic custodial tasks | 7. a. Will select appropriate cleaning tools | 120 |
| | b. Will select and prepare appropriate cleaning solutions | |
| | c. Will be able to use correct technique | |
| | d. Will use correct safety precautions | |
| | e. Will put away tools, chemicals and cleaners when finished | |
| | f. Will appropriately dispose of waste, dirt, and garbage | |
| Specific Objective of Training: | | 1440 |

Payroll Procedures:

Distribution: ASC-white; Employer-goldenrod; SDA-pink; Representative-green; Participant-blue

## SECTION THREE: TASK FORCE UPDATE WITH COMPETENCY PROFILES

INTRODUCTION

The State of Kansas currently has a Youth Task Force composed of Service Delivery Area staff and State agency representatives to address the on-going concerns of youth employability.

The original Task Force concluded this model in August 1984, which was subsequently adopted by the five (5) Private Industry Councils within the State. In January 1985, the State Department of Human Resources and Department of Education jointly funded the development of competency profiles to be utilized by both agencies in the implementation and documentation of youth competencies. These additional resources will hopefully further the youth competency system as originally invisioned by the Task Force and solidify the existing partnership between JTPA and the educational community.

NAME_____SS#_____ENROLLMENT DATE_____

SCHOOL_____TRAINER_____COMPLETION/TERMINATION DATE_____

# PRE-EMPLOYMENT SKILLS

| COMPETENCY | BENCHMARK OR STANDARD | COMPETENCY ATTAINED | DATE |
|---|---|---|---|
| 1. Participant will identify vocational or career interests | Can name 3 jobs which interest him/her and priortize choices | | |
| 2. The participant demonstrates a knowledge of his/her selected career | Can identify specific information about the job | | |
| 3. The participant demonstrates an awareness of personal skills and attributes which make them suited to a chosen occupation | List 5 qualities or skills the youth possess which correspond to a chosen occupation | | |
| 4. The participant can identify Vo-Techs or Colleges which offer training in his/her career field | Can name all or 3 (whichever is less) colleges or vocational technical schools which offer related training | | |
| 5. The participant can identify employers in local job market which utilize the chosen career field | Can name 3 employers which offer employment in related field. Hiring requirements | | |
| 6. The participant will identify community resources in the locality and their services | Participant will receive satisfactory or better (10 out of 15 resources) score on the Community Resource Checklist | | |
| 7. The participant can identify resources for locating jobs | The participant can satisfactorily answer all questions on Job Finding Sheet | | |
| 8. The participant will provide a positively stated response for the most commonly asked questions by an employer | The participant will receive a satisfactory score for positive responses (written or verbal) on 15 out of 20 questions | | |
| 9. a. Participant can satisfactorily complete an employment application<br>OPTIONAL<br>b. Participant will be able to satisfactorily develop a resume | On a minimum of 2 applications, the participant will receive a rating of satisfactory or above in each of the following areas<br>1. Neatness 2. Accuracy/Completeness<br>3. Legibility 4. Spelling/Grammar<br>5. Following directions | | |
| 10. Participant can perform satisfactorily in a job interview- | Participant will receive a rating of satisfactory or above in each of the three categories:<br>1. Verbalizing<br>a. Volunteering information<br>b. Asking questions<br>c. Answering questions<br>2. Personal Characteristics<br>a. Appearance<br>b. Ability to work<br>c. Hand shake<br>d. Eye contact<br>e. Posture<br>3. Knowledge/interest of company and position | | |

-32-

Comments/Intervention Strategy:

37 _____

_____

_____

_____

38

_____

Date Authorized Signature

NAME _____ SS# _____

SCHOOL _____ TRAINER _____

# BASIC EDUCATION SKILLS-COMMUNICATION

**DIRECTIONS:** Evaluate this person by checking the appropriate number or letter to indicate the degree of competency. The rating for each task should reflect employability readiness.

**RATING SCALE:** 3 Skilled — can work independently with no supervision
2 Moderately Skilled — can perform job completely with limited supervision
1 Limited Skill — requires instruction and close supervision
N No Exposure — no experience or knowledge in this area

TOTAL HOURS SCHEDULED _____ TOTAL HOURS COMPLETED _____

**ENROLLMENT**

_____ _____
Date Authorized Signature

**COMPLETION/TERMINATION**

_____ _____
Date Authorized Signature

*I Certify that the trainee has obtained the indicated competency.*

**GRADE LEVEL**

| Enrollment | Completion | 3 2 1 N | |
|---|---|---|---|
| | | | **A. WORDS AND MEANINGS** |
| | | ☐☐☐☐ | 1. Use plural words appropriately |
| | | ☐☐☐☐ | 2. Use appropriate contractions and shortened forms of words by using an apostrophe |
| | | ☐☐☐☐ | 3. Use appropriate abbreviations of words |
| | | ☐☐☐☐ | 4. Use words appropriately which mean the same as other words but are spelled differently |
| | | ☐☐☐☐ | 5. Use words correctly which mean the same as other words but have different meanings and spellings |
| | | ☐☐☐☐ | 6. Use words appropriately which are opposite of one another |
| | | ☐☐☐☐ | 7. Use appropriate word choices in writing and speaking |
| | | ☐☐☐☐ | 8. Add appropriate beginnings and endings to words to change their meaning |
| | | ☐☐☐☐ | 9. Punctuate one's own correspondence, directives, or reports |
| | | | **B. READING** |
| | | ☐☐☐☐ | 1. Read, understand and find information or gather data from books, manuals, directories, or other documents |
| | | ☐☐☐☐ | 2. Restate or paraphrase a reading passage to confirm one's own understanding of what was read |
| | | ☐☐☐☐ | 3. Read and understand forms |
| | | ☐☐☐☐ | 4. Read and understand short notes, memos, and letters |
| | | ☐☐☐☐ | 5. Read and understand graphs, charts, and tables to obtain factual information |
| | | ☐☐☐☐ | 6. Understand the meanings of words in sentences |
| | | ☐☐☐☐ | 7. Use a standard dictionary to obtain the meaning, pronunciation, and spelling of words |
| | | ☐☐☐☐ | 8. Use the telephone and look up names, telephone numbers, and other information in the telephone directory to make local and long distance calls |
| | | | **C. WRITING** |
| | | ☐☐☐☐ | 1. Review and edit other's correspondence, directives, or reports |
| | | ☐☐☐☐ | 2. Compose logical and understandable written correspondence, directives, memos, short notes, or reports |
| | | ☐☐☐☐ | 3. Write logical and understandable statements, phrases, or sentences to accurately fill out forms |
| | | | **D. SPEAKING** |
| | | ☐☐☐☐ | 1. Speak fluently with individuals or groups |
| | | ☐☐☐☐ | 2. Pronounce words correctly |
| | | ☐☐☐☐ | 3. Speak effectively using appropriate behaviors such as eye contact, posture, and gestures |
| | | | **E. LISTENING** |
| | | ☐☐☐☐ | 1. Restate or paraphrase a conversation to confirm one's own understanding of what was said |
| | | ☐☐☐☐ | 2. Ask appropriate questions to clarify another's written or oral communications |
| | | ☐☐☐☐ | 3. Take accurate notes which summarize the material presented from spoken conversation |

# BASIC EDUCATION SKILLS - MATHEMATICS

NAME _____ SS# _____

SCHOOL _____ TRAINER _____

TOTAL HOURS SCHEDULED _____ TOTAL HOURS COMPLETED _____

**ENROLLMENT**

_____ _____

Date Authorized Signature

**COMPLETION/TERMINATION**

_____ _____

Date Authorized Signature

*I Certify that the trainee has obtained the indicated competency.*

**DIRECTIONS:** Evaluate this person by checking the appropriate number or letter to indicate the degree of competency. The rating for each task should reflect employability readiness.

**RATING SCALE:**
- **3** Skilled — can work independently with no supervision
- **2** Moderately Skilled — can perform job completely with limited supervision
- **1** Limited Skill — requires instruction and close supervision
- **N** No Exposure — no experience or knowledge in this area

### A. WHOLE NUMBERS

3 2 1 N
- ☐☐☐☐ 1. Read, write, and count single and multiple-digit whole numbers
- ☐☐☐☐ 2. Add single and multiple-digit whole numbers
- ☐☐☐☐ 3. Subtract single and multiple-digit whole numbers
- ☐☐☐☐ 4. Multiply single and multiple-digit whole numbers
- ☐☐☐☐ 5. Divide single and multiple-digit whole numbers
- ☐☐☐☐ 6. Use addition, subtraction, multiplication, and division to solve word problems with single and multiple-digit whole numbers
- ☐☐☐☐ 7. _____
- ☐☐☐☐ 8. _____
- ☐☐☐☐ 9. _____

### B. FRACTIONS

- ☐☐☐☐ 1. Read and write common fractions
- ☐☐☐☐ 2. Add common fractions
- ☐☐☐☐ 3. Subtract common fractions
- ☐☐☐☐ 4. Multiply common fractions
- ☐☐☐☐ 5. Divide common fractions
- ☐☐☐☐ 6. Solve word problems with common fractions
- ☐☐☐☐ 7. _____
- ☐☐☐☐ 8. _____
- ☐☐☐☐ 9 _____

### C. DECIMALS

- ☐☐☐☐ 1. Carry out arithmetic computations involving dollars and cents
- ☐☐☐☐ 2. Read and write decimals in one or more places
- ☐☐☐☐ 3. Round off decimals to one or more places
- ☐☐☐☐ 4. Multiply decimals in one or more places
- ☐☐☐☐ 5. Divide decimals in one or more places
- ☐☐☐☐ 6. Add decimals in one or more places
- ☐☐☐☐ 7. Subtract decimals in one or more places
- ☐☐☐☐ 8. Solve word problems with decimals in one or more places
- ☐☐☐☐ 9. _____
- ☐☐☐☐ 10. _____
- ☐☐☐☐ 11. _____

### D. PERCENT

3 2 1 N
- ☐☐☐☐ 1. Read and write percents
- ☐☐☐☐ 2. Compute percents
- ☐☐☐☐ 3. _____
- ☐☐☐☐ 4. _____
- ☐☐☐☐ 5. _____

### E. MIXED OPERATIONS

- ☐☐☐☐ 1a. Convert fractions to decimals
- ☐☐☐☐ 1b. Convert percents to fractions
- ☐☐☐☐ 1c. Convert fractions to percents
- ☐☐☐☐ 1d. Convert percents to decimals
- ☐☐☐☐ 1e. Convert decimals to percents
- ☐☐☐☐ 1f. Convert common fractions to mixed numbers
- ☐☐☐☐ 1g. Convert common fractions to decimal fractions
- ☐☐☐☐ 1h. Convert decimal fractions to common fractions or mixed numbers.
- ☐☐☐☐ 2a. Identify order of operations
- ☐☐☐☐ 2b. Solve word problems by selecting and using order of operations
- ☐☐☐☐ 3. Perform written calculations quickly
- ☐☐☐☐ 4. Compute averages
- ☐☐☐☐ 5. _____
- ☐☐☐☐ 6. _____
- ☐☐☐☐ 7. _____

### F. MEASUREMENT AND CALCULATION

- ☐☐☐☐ 1. Read numbers of symbols from time, weight, distance, and volume measuring scales
- ☐☐☐☐ 2. Use a measuring device to determine an object's weight, distance, or volume in standard (English) units
- ☐☐☐☐ 3. Use a measuring device to determine an object's weight, distance, or volume in metric units
- ☐☐☐☐ 4. Perform basic metric conversions involving weight, distance, and volume
- ☐☐☐☐ 5. Solve problems involving time, weight, distance, and volume
- ☐☐☐☐ 6. Use a calculator to perform basic arithmetic operations to solve problems

### G. ESTIMATION

3 2 1 N
- ☐☐☐☐ 1. Determine if a solution to a mathematical problem is reasonable
- ☐☐☐☐ 2. Estimate the answer to multiple-digit multiplication and division problems by rounding to nearest hundred or thousand
- ☐☐☐☐ 3. _____
- ☐☐☐☐ 4. _____
- ☐☐☐☐ 5. _____

**GRADE LEVEL**

_____

| | Enrollment | Completion |
|---|---|---|
| MATH | _____ | _____ |



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# WORK MATURITY SKILLS

NAME _____ SS# _____

SCHOOL _____ TRAINER _____

**DIRECTIONS:** Evaluate this person by checking the appropriate number or letter to indicate the degree of competency. The rating for each task should reflect employability readiness.

**RATING SCALE:** 3 Skilled — can work independently with no supervision
2 Moderately Skilled — can perform job completely with limited supervision
1 Limited Skill — requires instruction and close supervision
N No Exposure — no experience or knowledge in this area

TOTAL HOURS SCHEDULED _____ TOTAL HOURS COMPLETED _____

**ENROLLMENT**

_____ _____
Date Authorized Signature

**COMPLETION/TERMINATION**

_____ _____
Date Authorized Signature

*I Certify that the trainee has obtained the indicated competency.*

| Training Standard 3 2 1 N | Competency | Benchmark or Standard | Competency Attained | Date |
|---|---|---|---|---|
| ☐☐☐☐ | 1. Demonstrate good attendance and punctuality | Participant will follow school policy or show up 9 out of 10 days on program activity | | |
| ☐☐☐☐ | 2. Notify supervisor if he/she will be late or absent | Participant will follow procedures 100% of the time | | |
| ☐☐☐☐ | 3. Complete given tasks to the satisfaction of the supervisor | Rating of satisfactory or better on work maturity rating sheet | | |
| ☐☐☐☐ | 4. Upon completion of tasks, request further assignments from the supervisor | Rating of satisfactory or better on work maturity rating sheet | | |
| ☐☐☐☐ | 5. Complete assigned tasks within reasonable time frame | Rating of satisfactory or better on work maturity rating sheet | | |
| ☐☐☐☐ | 6. Follow instructions to the satisfaction of the supervisor | Rating of satisfactory or better on work maturity rating sheet | | |
| ☐☐☐☐ | 7. Work with co-workers in a compatible manner according to worksite policies | Rating of satisfactory or better on work maturity rating sheet | | |
| ☐☐☐☐ | 8. Interact with supervisor in appropriate manner | Rating of satisfactory or better on work maturity rating sheet | | |
| ☐☐☐☐ | 9. Solve work-related problems or seek advice from supervisor and/or co-workers | Rating of satisfactory or better on work maturity rating sheet | | |
| ☐☐☐☐ | 10. Demonstrate ability to prioritize the tasks involved in an assignment | Rating of satisfactory or better on work maturity rating sheet | | |
| ☐☐☐☐ | 11. Dress appropriately for the job | Rating of satisfactory or better on work maturity rating sheet | | |
| ☐☐☐☐ | 12. Demonstrate initiative in carrying out work assignments | Rating of satisfactory or better on work maturity rating sheet | | |

**Comments/Intervention Strategy**

_____

_____

_____

_____

_____

NAME _____ SS# _____

SCHOOL _____ TRAINER _____

# COMPUTER SKILLS

TOTAL HOURS SCHEDULED _____ TOTAL HOURS COMPLETED _____

**ENROLLMENT**

_____ _____

Date Authorized Signature

**COMPLETION/TERMINATION**

_____ _____

Date Authorized Signature

***I Certify that the trainee has obtained the indicated competency.***

**DIRECTIONS:** Evaluate this person by checking the appropriate number or letter to indicate the degree of competency. The rating for each task should reflect employability readiness.

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- 3 Skilled — can work independently with no supervision
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- 1 Limited Skill — requires instruction and close supervision
- N No Exposure — no experience or knowledge in this area

## A. RECOGNIZE THE MAKEUP OF A COMPUTER

| 3 2 1 N | | |
|---|---|---|
| ☐☐☐☐ | 1. | Identify parts of a computer |
| ☐☐☐☐ | 2. | Use the microcomputer in the school |
| ☐☐☐☐ | 3. | Use a prepared program in a micro-computer |
| ☐☐☐☐ | 4. | Understand computer terms |
| ☐☐☐☐ | 5. | Use appropriate terms when talking about computers |
| ☐☐☐☐ | 6a. | Explain how a computer works (input/-output) |
| ☐☐☐☐ | 6b. | Identify common tasks which are not suited for computers |
| ☐☐☐☐ | 6c. | Hypothesize common tasks which are not suited for computers |
| ☐☐☐☐ | 7. | List different computer languages and their uses |
| ☐☐☐☐ | 8. | Recognize capabilities of different computer types (sizes, brands, and special purpose machines) |
| ☐☐☐☐ | 9. | _____ |
| ☐☐☐☐ | 10. | _____ |
| ☐☐☐☐ | 11. | _____ |

## B. DESCRIBE HOW COMPUTERS AFFECT OUR LIVES

| | | |
|---|---|---|
| ☐☐☐☐ | 1. | Describe common uses of computers |
| ☐☐☐☐ | 2. | Explain ways computers affect peoples' lives |
| ☐☐☐☐ | 3. | Identify computer related occupations |
| ☐☐☐☐ | 4. | List values of computer skills for future employment |
| ☐☐☐☐ | 5. | _____ |
| ☐☐☐☐ | 6. | _____ |
| ☐☐☐☐ | 7. | _____ |

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## C. LIST THE CHARACTERISTICS OF EACH GENERATION OF COMPUTERS

| | | |
|---|---|---|
| ☐☐☐☐ | 1. | _____ |
| ☐☐☐☐ | 2. | _____ |
| ☐☐☐☐ | 3. | _____ |

## D. UNDERSTAND THE MORAL ISSUES INVOLVED WITH COMPUTER USE

| 3 2 1 N | | |
|---|---|---|
| ☐☐☐☐ | 1. | Understand implications of copyright laws |
| ☐☐☐☐ | 2. | Describe the serious legal issues resulting from widespread computer use |
| ☐☐☐☐ | 3. | Identify and read computer-related books, magazines, etc., in the library |
| ☐☐☐☐ | 4. | _____ |
| ☐☐☐☐ | 5. | _____ |
| ☐☐☐☐ | 6. | _____ |

## E. DEVELOP KEYBOARD SKILLS

| | | |
|---|---|---|
| ☐☐☐☐ | 1. | Identify and use letters and numbers |
| ☐☐☐☐ | 2. | Identify and use special purpose keys |
| ☐☐☐☐ | 3. | Develop correct keyboarding skills |
| ☐☐☐☐ | 4. | _____ |
| ☐☐☐☐ | 5. | _____ |
| ☐☐☐☐ | 6. | _____ |

## F. DEMONSTRATE GENERAL USES OF THE COMPUTER

| | | |
|---|---|---|
| ☐☐☐☐ | 1. | Demonstrate proper care of software/hardware |
| ☐☐☐☐ | 2. | Demonstrate how to insert the disk, turn on the computer, and boot a program |
| ☐☐☐☐ | 3. | Demonstrate ability to stop, escape from and continue a program as needed |
| ☐☐☐☐ | 4. | Run a program from the catalog or a menu |
| ☐☐☐☐ | 5. | Recognize error messages; simple messages, (e.g. syntax error, break in, etc.) |
| ☐☐☐☐ | 6. | _____ |
| ☐☐☐☐ | 7. | _____ |
| ☐☐☐☐ | 8. | _____ |

## G. DEMONSTRATE SPECIFIC USES OF THE COMPUTER

| | | |
|---|---|---|
| ☐☐☐☐ | 1. | Use and interact with a drill and practice program |
| ☐☐☐☐ | 2. | Use and interact with a simulation program |
| ☐☐☐☐ | 3. | Use and interact with a problem-solving program |
| ☐☐☐☐ | 4. | Identify appropriate word processing terms |
| ☐☐☐☐ | 5. | Use a computer as a word processor |
| ☐☐☐☐ | 6. | Identify appropriate data base terms |
| ☐☐☐☐ | 7. | Use a data base program |
| ☐☐☐☐ | 8. | Identify appropriate accounting terms related to microcomputer usage |
| ☐☐☐☐ | 9. | Use an accounting program |
| ☐☐☐☐ | 10. | Identify appropriate spreadsheet terms |
| ☐☐☐☐ | 11. | Use a spreadsheet program |
| ☐☐☐☐ | 12. | Identify appropriate utility terms |
| ☐☐☐☐ | 13. | Use a utility program |
| ☐☐☐☐ | 14. | _____ |
| ☐☐☐☐ | 15. | _____ |
| ☐☐☐☐ | 16. | _____ |

## H. KNOW BASIC PROGRAMMING STRATEGIES

| | | |
|---|---|---|
| ☐☐☐☐ | 1. | Identify BASIC programming terms and describe the function of each |
| ☐☐☐☐ | 2. | Demonstrate the ability to write a program to PRINT a list of words on the screen |
| ☐☐☐☐ | 3. | Demonstrate the ability to write a program to count from 1 to 10 |
| ☐☐☐☐ | 4. | Identify the correct symbols for arithmetic functions |
| ☐☐☐☐ | 5. | Demonstrate the ability to write a program using simple arithmetic functions |
| ☐☐☐☐ | 6. | Demonstrate the ability to LIST a program on the screen |
| ☐☐☐☐ | 7. | Demonstrate the ability to LOAD a program |
| ☐☐☐☐ | 8. | Demonstrate the ability to SAVE a program |
| ☐☐☐☐ | 9. | Predict computer output given a program list |
| ☐☐☐☐ | 10. | Describe flow charting |
| ☐☐☐☐ | 11. | _____ |
| ☐☐☐☐ | 12. | _____ |
| ☐☐☐☐ | 13. | _____ |

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BEST COPY AVAILABLE

NAME_____ SS# _____

SCHOOL _____ TRAINER _____

**DIRECTIONS:** Evaluate this person by checking the appropriate number or letter to indicate the degree of competency. The rating for each task should reflect employability readiness.

**RATING SCALE:**
- 3 Skilled — can work independently with no supervision
- 2 Moderately Skilled — can perform job completely with limited supervision
- 1 Limited Skill — requires instruction and close supervision
- N No Exposure — no experience or knowledge in this area

# CASHIER/CHECKER

TOTAL HOURS SCHEDULED _____ TOTAL HOURS COMPLETED _____

**ENROLLMENT**

_____ _____

Date Authorized Signature

**COMPLETION/TERMINATION**

_____ _____

Date Authorized Signature

***I Certify that the trainee has obtained the indicated competency.***

| 3 2 1 N | | |
|---|---|---|
| | **A. PERFORMING CASH REGISTER DUTIES** | |
| ☐☐☐☐ | 1. | Identify acceptable checks |
| ☐☐☐☐ | 2. | Check out Federal Food Stamp purchases |
| ☐☐☐☐ | 3. | Accept valid consumer redeemable coupons |
| ☐☐☐☐ | 4. | Prepare cash drawer for daily business |
| ☐☐☐☐ | 5. | Change cash register receipt tape |
| ☐☐☐☐ | 6. | Fill out cash register summary sheet |
| ☐☐☐☐ | 7. | Determine amount of sales tax |
| ☐☐☐☐ | 8. | Calculate unit price of multiple-priced items |
| ☐☐☐☐ | 9. | Correct cash register errors |
| ☐☐☐☐ | 10. | Calculate and record bottle refunds |
| ☐☐☐☐ | 11. | Issue trading stamps |
| ☐☐☐☐ | 12. | Process cash refunds |
| ☐☐☐☐ | 13. | Make change |
| ☐☐☐☐ | 14. | Write customer's charges |
| ☐☐☐☐ | 15. | Ring up orders of merchandise on the cash register (with and without change making mechanism) |
| ☐☐☐☐ | 16. | Weigh, price-mark and bag produce |
| ☐☐☐☐ | 17. | Manipulate cash register keys |
| ☐☐☐☐ | 18. | _____ |
| ☐☐☐☐ | 19. | _____ |
| ☐☐☐☐ | 20 | _____ |

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| | | |
|---|---|---|
| | **B. DISPLAYING MERCHANDISE** | |
| ☐☐☐☐ | 1. | Build displays of featured merchandise |
| ☐☐☐☐ | 2. | Place signs on displays |
| ☐☐☐☐ | 3. | Dismantle displays |
| ☐☐☐☐ | 4. | _____ |
| ☐☐☐☐ | 5 | _____ |
| ☐☐☐☐ | 6. | _____ |
| | **C. HOUSEKEEPING DUTIES** | |
| ☐☐☐☐ | 1. | Prepare check-out area for business day |
| ☐☐☐☐ | 2. | _____ |
| ☐☐☐☐ | 3. | _____ |
| ☐☐☐☐ | 4. | _____ |

| 3 2 1 N | | |
|---|---|---|
| | **D. REPORTING** | |
| ☐☐☐☐ | 1. | Refer customer complaints to proper store authority |
| ☐☐☐☐ | 2. | Record customer's requests for merchandise |
| ☐☐☐☐ | 3. | _____ |
| ☐☐☐☐ | 4. | _____ |
| ☐☐☐☐ | 5. | _____ |
| | **E. SERVING CUSTOMERS** | |
| ☐☐☐☐ | 1. | Answer customer inquiries concerning directions and products |
| ☐☐☐☐ | 2. | Adjust customer's complaints |
| ☐☐☐☐ | 3. | Bag customers' orders of merchandise |
| ☐☐☐☐ | 4. | Report accidents involving customers |
| ☐☐☐☐ | 5. | _____ |
| ☐☐☐☐ | 6. | _____ |
| ☐☐☐☐ | 7 | _____ |
| | **F. STOCKING MERCHANDISE** | |
| ☐☐☐☐ | 1. | Check in merchandise, counting and recording discrepancies/damages |
| ☐☐☐☐ | 2. | Stock merchandise in racks and shelves |
| ☐☐☐☐ | 3. | Price-mark merchandise |
| ☐☐☐☐ | 4. | Change prices on merchandise |
| ☐☐☐☐ | 5. | _____ |
| ☐☐☐☐ | 6. | _____ |
| ☐☐☐☐ | 7. | _____ |

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| | | |
|---|---|---|
| | **G. PERFORMING MISCELLANEOUS TASKS** | |
| ☐☐☐☐ | 1. | Answer telephone |
| ☐☐☐☐ | 2. | Assist in maintaining store security |
| ☐☐☐☐ | 3. | Observe for and report/correct hazardous conditions |
| ☐☐☐☐ | 4. | _____ |
| ☐☐☐☐ | 5. | _____ |
| ☐☐☐☐ | 6. | _____ |

# This Certificate of Achievement is Presented To

_____

*for participation in the VOCATIONAL EXPLORATION DEMONSTRATION PROJECT,*
*a joint effort of the National Alliance of Business,*
*The United States Department of Labor, St. Louis University, and*

_____

*On the basis of this enrollee's performance in the program, we do certify that the following employment-relevant competencies have been demonstrated:*

William H. Kolberg
National Alliance of Business

Issued _____

_____
Program Director

# Competency Certificate

## The Vocational Education Department of the Benton Harbor Area Schools

This is to Certify that

_____

*Achieved the performance levels acknowledged on the reverse side for the program of*

_____

*This* ____ *Day of* _____, *19*__

_____ INSTRUCTOR

_____ ADVISORY COMMITTEE CHAIRMAN

_____ DIRECTOR VOCATIONAL EDUCATION

_____ PRINCIPAL